|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **FUNCTION** | | **NOVICE INTERMEDIATE ADVANCED** | | | | |
| **Describing people, places, things, how and how well** | | Give a description using one or two short adjectives (ex: colors, numbers, size, shape) | Give a basic description & make simple comparisons  using frequently used adjectives and adverbs | Give more detailed descriptions including comparatives and superlatives | Give detailed descriptions using a variety of precise adjectives and adverbs | Give detailed descriptions using a wide variety of precise adjectives and adverbs |
| **RELATED LANGUAGE FUNCTIONS** | | | | | | |
| Asking for/Giving Biographical  Information  Asking for/Giving Clarification  Asking for/Giving Directions  Asking for/Giving Information | | | Asking for/Giving/Refusing  Permission  Asking for/Giving Time, Day, Date  Asking & Responding to What the  Weather is Like  Clarifying | | Expressing Lack of Comprehension  Extending Invitations  Requesting  Responding  Seeking/Requesting Information | |
| **FUNCTION** | | **NOVICE INTERMEDIATE ADVANCED** | | | | |
| **Asking & responding to questions** | | Respond to a simple question | Ask and respond to simple, memorized questions | Ask and respond with some details to a variety of informational questions and follow-up questions | Ask and respond with details to a wide variety of questions including follow-up questions that request details | Ask and respond with elaboration to a wide variety of questions, including follow-up questions that request detailed explanations |
| **RELATED LANGUAGE FUNCTIONS** | | | | | | |
| Asking for/Giving Biographical  Information  Asking for/Giving Clarification  Asking for/Giving Directions  Asking for/Giving Information | | | Asking for/Giving/Refusing  Permission  Asking for/Giving Time, Day, Date  Asking & Responding to What the  Weather is Like  Clarifying | | Expressing Lack of Comprehension  Extending Invitations  Requesting  Responding  Seeking/Requesting Information | |
| **FUNCTION** | **NOVICE INTERMEDIATE ADVANCED** | | | | | |
| **Expressing feelings and emotions** | | Say that I am happy or sad | Express basic emotions and feelings | Express a variety of emotions and feelings | Express a wide variety of emotions and feelings, beginning to distinguish shades of meaning (ex: happy – thrilled – ecstatic) | Express a wide variety of emotions and feelings, choosing precise expressions appropriately to reflect shades of meaning |
| **RELATED LANGUAGE FUNCTIONS** | | | | | | |
| Apologizing/Forgiving  Attracting Attention  Blaming  Complaining  Complimenting  Congratulating | | | Expressing Certainty/Uncertainty  Expressing Doubt/Indecision  Expressing Emotions/Feelings  Expressing Interest/Lack of Interest/  Indifference/Boredom  Expressing Regret | | Expressing Surprise  Expressing Sympathy  Mediating/Conciliating  Praising/Criticizing  Thanking  Warning | |

CLEMENTI/TERRILL NOVEMBER 2015

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **FUNCTION** | | **NOVICE INTERMEDIATE ADVANCED** | | | | |
| **Expressing preferences and opinions** | | Say I like or don’t like something | Express preferences/  opinions in simple sentences | Express preferences/  opinions with reasons | Express preferences/  opinions with evidence-based justifications | Express preferences/opinions with detailed rationales or arguments based on evidence |
| **RELATED LANGUAGE FUNCTIONS** | | | | | | |
| Accepting/Refusing Invitations  Agreeing/Disagreeing  Analyzing/Interpreting  Approving/Disapproving  Confirming/Admitting/Denying  Contradicting  Encouraging | | | Evaluating  Explaining  Expressing Like/Dislikes/Preferences  Expressing Obligation  Expressing Opinions  Expressing Possibility/Impossibility  Expressing Probability/Improbability | | Giving Advice  Giving Possible Solutions  Giving Reasons and Explaining Causality  Justifying  Negotiating  Offering Alternatives/Solutions  Persuading/Dissuading  Suggesting | |
| **FUNCTION** | **NOVICE INTERMEDIATE ADVANCED** | | | | | |
| **Telling & retelling stories; sequencing** | | Recount what I am doing in short, memorized sentences | Tell someone about my day, activities, an event in a simple sequence of sentences | Tell a story or recount an event in a logical sequence of sentences | Tell a detailed story about something that happened logically sequencing the events | Recount a story or event using paragraph-length narration |
| **RELATED LANGUAGE FUNCTIONS** | | | | | | |
| Expressing Cause & Effect  Expressing Daily Routines  Giving Commands  Giving Directions | | | Instructing  Narrating  Presenting Information  Recounting Experiences/Events | | Reporting  Sequencing  Summarizing  Telling, Retelling Stories | |
| **FUNCTION** | | **NOVICE INTERMEDIATE ADVANCED** | | | | |
| **Expressing hopes, dreams, future plans** | | Express my plans simply for later in the day, the next day, weekend (ex: I am going to…) | Express hopes, plans for the future simply (ex: I hope to…; I will…) | Express hopes, dreams, plans for the future with some details  (ex: I would like to…; in order to become X, I will need to …) | Express hopes, dreams, plans, possibilities with explanations (ex: If I could live anywhere in the world, I would live in X because….) | Express hopes, dreams, plans, possibilities with detailed explanations |
| **RELATED LANGUAGE FUNCTIONS** | | | | | | |
| Expressing Hopes  Expressing Intentions  Expressing Needs/Wishes/Wants  Hypothesizing | | | Making Appointments,  Arrangements, Reservations  Making Recommendations  Planning | | Promising  Speculating on the Future  Talking About the Future | |

CLEMENTI/TERRILL NOVEMBER 2015